



**THE STUDENTS' PERCEPTIONS
OF THE ENGLISH TEACHING AND LEARNING PROCESS
IN THE TENTH GRADE OF MA NU MU'ALLIMAT KUDUS
IN ACADEMIC YEAR 2014/2015**

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**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2015**



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SKRIPSI

**Presented to the University of Muria Kudus
in Partial Fulfillment of the Requirements for Completing
the Sarjana Program in the Department of English Education**

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TEACHER TRAINING AND EDUCATION FACULTY
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2015**

MOTTO AND DEDICATION

MOTTO

- ∞ Whoever relies upon Allah, then He is sufficient for him. (Ath Tholaq:3)
- ∞ If you can't fly, then run; if you can't run, then walk; if you can't walk, then crawl. Whatever you do, you have to keep moving forward. (Martin Luther King J)
- ∞ Keeping on being “alive” only is not enough, live your life by sharing and loving others!



DEDICATION

This skripsi is dedicated for:

The most precious wealth of mine,
my family.

ADVISORS' APPROVAL

This is to certify that the *Skripsi* of Siti Rohmah (201132268) has been approved by the *skripsi* advisors for further approval by the Examining Committee.

Kudus, June 2015

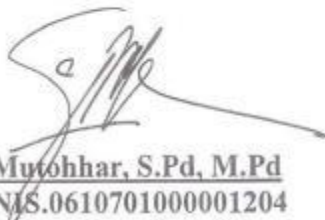
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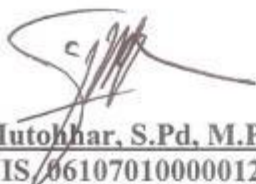
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This *skripsi* is not merely my own work but also has been improved by the great cooperation and assistance of a number of people. Therefore, I would like to express my gratitude to:

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I am convinced that there are mistakes made elsewhere. Therefore, I would like to apologize for any mistakes and am open for more constructive criticisms and suggestions. Furthermore, I hope that this *skripsi* will be useful especially for those in the field of English teaching and learning.

Kudus, June 2015

Siti Rohmah

ABSTRAK

Rohmah, Siti. 2015. *Persepsi Siswa tentang Proses Pembelajaran Bahasa Inggris di Kelas X MA NU Mu'allimat Kudus Tahun Ajaran 2014/2015*. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (i) Rismiyanto, SS, M.Pd (ii) Mutohhar, S.Pd, M.Pd

Kata Kunci : *Persepsi Siswa, Aktivitas Pembelajaran Bahasa Inggris, Penampilan Mengajar Guru*

Pengajaran bahasa yang berpusat pada siswa dan hasil belajar menekankan pada pentingnya persepsi siswa terhadap tujuan dan aktifitas pembelajaran. Persepsi siswa terhadap bahasa target, dan situasi pembelajaran bahasa menentukan motivasi, yang mengarah pada hasil pembelajaran bahasa baik linguistik maupun non-linguistik.

Penelitian ini bertujuan untuk mendeskripsikan persepsi siswa kelas X MA NU Mu'allimat Kudus di tahun ajaran 2014/2015 tentang proses pembelajaran bahasa Inggris yang mencakup aktifitas kelas bahasa Inggris dan penampilan mengajar guru bahasa Inggris di dalam kelas.

Penelitian ini adalah sebuah penelitian kualitatif fenomenologis. Data dikumpulkan melalui kuesioner ENLEAS dan wawancara kelompok. Data kuesioner dianalisis dengan mencari persentase dari jawaban siswa sedangkan data wawancara kelompok dianalisis melalui proses kode deduktif.

Hasil analisis data menunjukkan bahwa persepsi siswa tentang aktifitas pembelajaran bahasa Inggris adalah: (a) dalam aspek kesukaan, 54% siswa berpendapat bahwa aktifitasnya sangat menyenangkan, 33% siswa menjawab cukup menyenangkan, 11% menjawab sedikit menyenangkan dan 2% menjawab tidak menyenangkan; (b) dalam aspek efektifitas pembelajaran bahasa Inggris, 49% siswa berpendapat bahwa aktifitasnya sangat efektif, 38% menjawab cukup efektif, 11% menjawab sedikit efektif, 2% menjawab tidak efektif; (c) dalam aspek manfaat selepas sekolah, 46% siswa berpendapat bahwa aktifitasnya sangat bermanfaat, 38% menjawab cukup bermanfaat, 13% menjawab sedikit bermanfaat, 3% menjawab tidak bermanfaat. Hasil wawancara kelompok menunjukkan bahwa persepsi siswa tentang penampilan guru mengajar adalah: siswa berpendapat bahwa guru bahasa Inggris menghadirkan aktifitas belajar yang variatif, mendorong interaksi, kerjasama, dan kerja sama tim dalam kelas, memberikan banyak contoh dalam pembelajaran, menggunakan bahasa Inggris-Indonesia, menyajikan materi secara jelas dengan sikap menyenangkan, memberikan umpan balik yang optimal dan efektif, menunjukkan antusiasme, kehangatan, hubungan baik, dan humor yang sesuai, menghargai pendapat dan kemampuan siswa, memberikan perhatian yang sama kepada siswa, siap dalam mengajar, jarang absen dan datang terlambat. Siswa juga menggarisbawahi bahwa aktifitas belajar yang mendorong keaktifan siswa tidak banyak lagi dihadirkan setelah penundaan Kurikulum 2013, gurunya terkadang kurang jelas dalam mempresentasikan materi, contoh dan memberikan instruksi, serta kurang fleksibel menghadapi situasi yang tidak diharapkan di kelas.

Berdasarkan hasil penelitian ini, disarankan kepada: (a) institusi sekolah (kepala sekolah), untuk menggunakan persepsi siswa sebagai salah satu cara mengevaluasi kinerja guru dan proses pembelajaran, (b) guru bahasa Inggris, untuk menggunakan hasil penelitian ini dalam mempersiapkan pembelajaran bahasa Inggris dan (c) para siswa, untuk tidak ragu menyampaikan pendapat mereka tentang kelas bahasa Inggris.



ABSTRACT

Rohmah, Siti. 2015. *Students' Perceptions of the English Teaching and Learning Process in the Tenth Grade of MA NU Mu'allimat Kudus in Academic Year 2014/2015*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors: (i) Rismiyanto, SS, M.Pd (ii) Mutohhar, S.Pd, M.Pd

Key Words : *Students' Perceptions, English Classroom Activities, English Teacher's Teaching Performance*

Learner-centred and outcomes-based language teaching emphasizes on learners' perceptions of classroom aims and events. Students' perceptions of the target language, and the language learning situation determine their motivation, which leads to various linguistic and non-linguistic outcomes as result of learning.

This study aims to describe the perceptions of tenth grade students of MA NU Mu'allimat Kudus in academic year 2014/2015 of the English teaching and learning process which comprises of the English classroom activities and the English teacher's teaching performance.

This research is a phenomenological qualitative research. The data are collected through ENLEAS Questionnaire and group interview. The questionnaire data is analyzed through taking the percentage of the students' response while the group interview data is analyzed through deductive coding process.

The result of data analysis shows that the students' perceptions of the English classroom activities are: (a) on enjoyment aspect, 54% students think the activities are very enjoyable, 33% think pretty enjoyable, 11% think fairly enjoyable, 2% think not enjoyable; (b) on learning English aspect, 49% students think the activities are very effective, 38% think pretty effective, 11% think fairly effective, 2% think not effective; (c) on after school aspect, 46% students think the activities are very useful, 38% think pretty useful, 13% think fairly useful, 3% think not useful. The result reveals that the students' perceptions of the English teacher's teaching performance are: the students think the teacher provides various classroom activities, stimulates interaction, cooperation, and teamwork in the classroom, generates sufficient examples, uses English-Indonesian, is well-prepared in delivering presentation in sequence with a nice attitude, gives optimal and effective feedback, shows enthusiasm, warmth, rapport, and appropriate humor, values the opinions and abilities of students, and pays equal attention to the students, is well-prepared in teaching, is rarely absent and comes late, The students also underlines that the activities requiring students' activeness are no much stimulated after 2013 Curriculum suspension, the teacher sometimes is unclear in giving example and instruction, as well is less flexible in facing the unexpected condition during the lesson.

By the result of this research, it is suggested to: (a) the school institution (headmaster) to utilize students' perception as a tool to evaluate the teacher's performance as well the teaching and learning process, (b) the English teacher to take advantage of this research result in designing English lesson and (c) the students to not be reluctant in expressing their opinions about the English classroom.

TABLE OF CONTENTS

	PAGE
COVER	i
LOGO	ii
TITLE	iii
MOTTO AND DEDICATION	iv
ADVISORS' APPROVAL	v
EXAMINERS' APPROVAL	vi
ACKNOWLEDGMENT	vii
ABSTRAK	ix
ABSTRACT	xi
TABLE OF CONTENTS	xii
LIST OF TABLES	xv
LIST OF FIGURES	xvi
LIST OF APPENDICES	xvii
 CHAPTER I INTRODUCTION	 1
1.1 Background of the Research	1
1.2 Statements of the Problem	4
1.3 Objectives of the Research	5
1.4 Significance of the Research	5
1.5 Scope of the Research	5
1.6 Operational Definition	6
 CHAPTER II REVIEW TO RELATED LITERATURE.....	 7
2.1 Students' Perceptions.....	7
2.1.1 Students' Attitudes as Language Learning Outcome	7
2.1.2 Students' Perceptions of English Teaching and Learning Process	10
2.2 Student-Centred Classroom	13
2.2.1 Roles of Teacher	13
2.2.2 Roles of Student	16
2.2.3 English Classroom Activities	17

2.3 Effective English Teaching	18
2.4 Teaching English in MA NU Mua'allimat	21
2.4.1 Curriculum and Purpose of Teaching English in MA NU Mua'allimat	21
2.4.2 Materials and Activities of Teaching English in MA NU Mua'allimat	22
2.5 Review of Previous Research	24
2.6 Theoretical Framework	25
CHAPTER III METHOD OF THE RESEARCH	27
3.1 Design of the Research	27
3.2 Data and Data Source	28
3.3 Data Collection	30
3.3.1 Instruments of the Research	30
3.3.2 Steps of Data Collection	35
3.4 Data Analysis	35
CHAPTER IV FINDINGS OF THE RESEARCH	37
4.1 The Perceptions of the Tenth Grade Students of MA NU Mu'allimat Kudus in Academic Year 2014/2015 of the English Classroom Activities	37
4.1.1 The Perceptions of the Tenth Grade Students of MA NU Mu'allimat Kudus in Academic Year 2014/2015 of the English Classroom Activities on Enjoyment Aspect	38
4.1.2 The Perceptions of the Tenth Grade Students of MA NU Mu'allimat Kudus in Academic Year 2014/2015 of the English Classroom Activities on Learning English Aspect	41
4.1.3 The Perceptions of the Tenth Grade Students of MA NU Mu'allimat Kudus in Academic Year 2014/2015 of the English Classroom Activities on After School Aspect	44

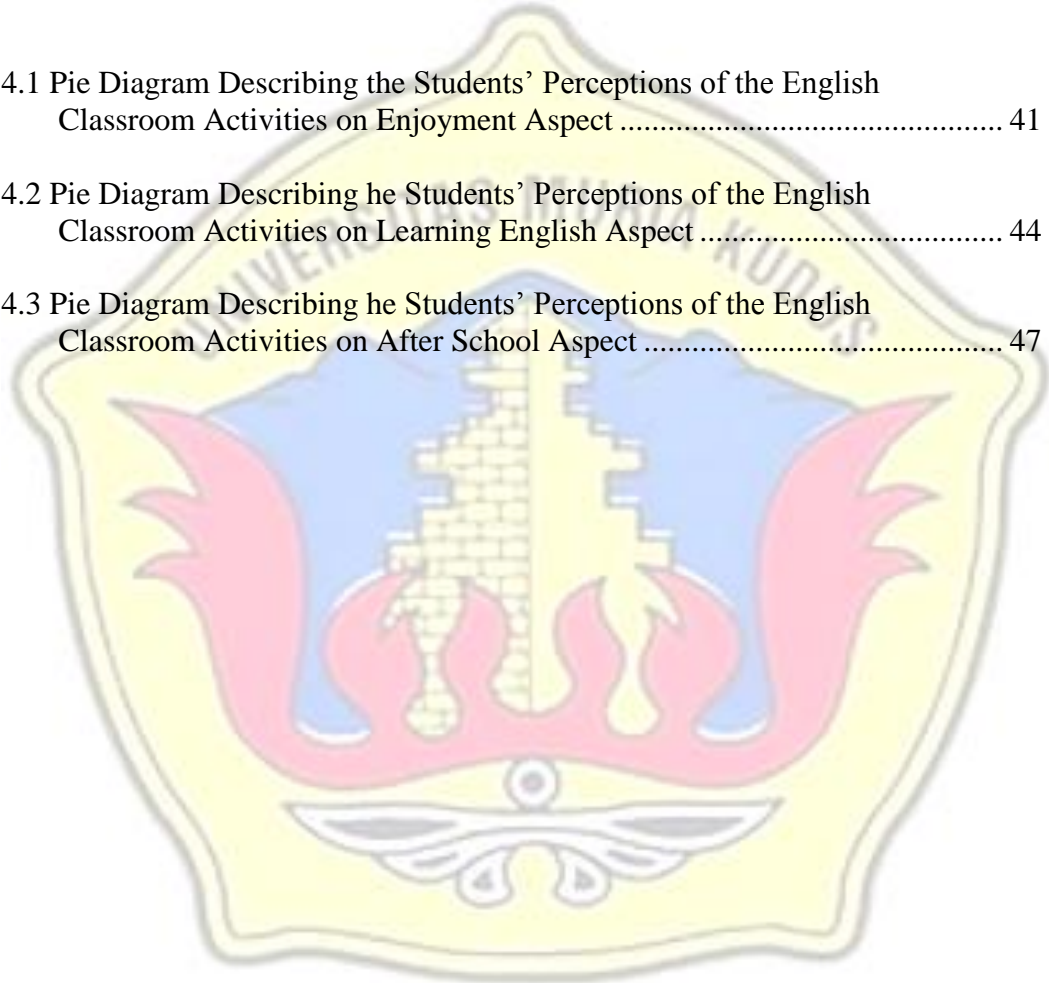
4.2 The Perceptions of the Tenth Grade Students of MA NU Mu'allimat Kudus in Academic Year 2014/2015 of the English Teacher's Teaching Performance	48
4.2.1 The Perceptions of the Tenth Grade Students of MA NU Mu'allimat Kudus in Academic Year 2014/2015 of the English Teacher's Teaching Performance based on Teacher's Pedagogical Skill	48
4.2.2 The Perceptions of the Tenth Grade Students of MA NU Mu'allimat Kudus in Academic Year 2014/2015 of the English Teacher's Teaching Performance based on Teacher's Interpersonal Skill	53
4.2.3 The Perceptions of the Tenth Grade Students of MA NU Mu'allimat Kudus in Academic Year 2014/2015 of the English Teacher's Teaching Performance based on Teacher's Personal Quality	55
CHAPTER V DISCUSSION.....	58
5.1 The Perceptions of the Tenth Grade Students of MA NU Mu'allimat Kudus in Academic Year 2014/2015 of the English Classroom Activities	58
5.2 The Perceptions of the Tenth Grade Students of MA NU Mu'allimat Kudus in Academic Year 2014/2015 of the English Teacher's Teaching Performance.....	63
CHAPTER VI CONCLUSION AND SUGGESTION	67
6.1 Conclusion	67
6.2 Suggestion.....	68
REFERENCES.....	70
APPENDICES	73
STATEMENTS	119
CURRICULUM VITAE.....	126

LIST OF TABLES

TABLE	PAGE
2.1 Characteristics of Good Language Teacher	20
3.1 The Selected Activities Included in the ENLEAS-Q	32
3.2 The Guided Questions for the Group Interview	33
3.3 The Interpretation of Students' Responses on ENLEAS Questionnaire	36
4.1 The Students' Perceptions of the English Classroom Activities on Enjoyment Aspect	39
4.2 The Students' Perceptions of the English Classroom Activities on Learning English Aspect	42
4.3 The Students' Perceptions of the English Classroom Activities on After School Aspect	45
4.4 Theme Development of the Students' Perceptions of the Teacher's teaching Performance based on Teacher's Pedagogical Skill	48
4.5 Theme Development of the Students' Perceptions of the Teacher's teaching Performance based on Teacher's Interpersonal Skill	54
4.6 Theme Development of the Students' Perceptions of the Teacher's teaching Performance based on Teacher's Personal Quality	56

LIST OF FIGURES

FIGURE	PAGE
2.1 Learners' Actions on Their Perceptions of Classroom Activities.....	9
2.2 Teacher's Role as Organizer	14
4.1 Pie Diagram Describing the Students' Perceptions of the English Classroom Activities on Enjoyment Aspect	41
4.2 Pie Diagram Describing he Students' Perceptions of the English Classroom Activities on Learning English Aspect	44
4.3 Pie Diagram Describing he Students' Perceptions of the English Classroom Activities on After School Aspect	47



LIST OF APPENDICES

APPENDIX	PAGE
1. Pre-Questionnaire Form.....	74
2. ENLEAS Questionnaire Form	76
3. List of the Participants of the Research	80
4. Result of Pre-Questionnaire Application	81
5. Result of ENLEAS Questionnaire Application	91
6. Group Interview Transcription	101
7. Group Interview Summary.....	107

